

Illinois State University

## ISU ReD: Research and eData

---

Redbird Impact

Center for Community Engagement and Service Learning

---

Spring 2020

### Redbird Impact, Volume 3, Number 1

Center for Community Engagement and Service Learning  
*Illinois State University*

Follow this and additional works at: <https://ir.library.illinoisstate.edu/ri>

---

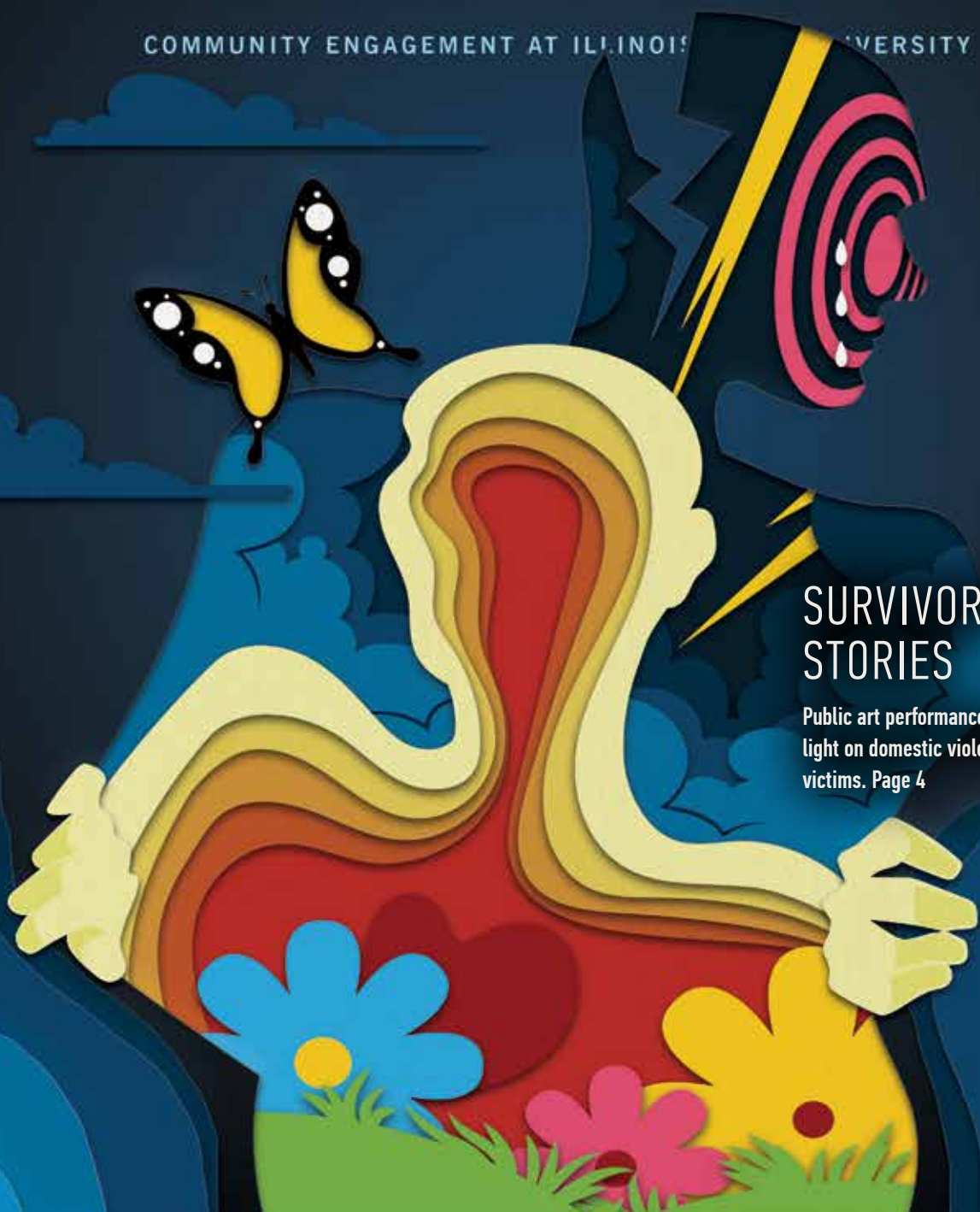
#### Recommended Citation

Center for Community Engagement and Service Learning, "Redbird Impact, Volume 3, Number 1" (2020).  
*Redbird Impact*. 6.  
<https://ir.library.illinoisstate.edu/ri/6>

This Book is brought to you for free and open access by the Center for Community Engagement and Service Learning at ISU ReD: Research and eData. It has been accepted for inclusion in Redbird Impact by an authorized administrator of ISU ReD: Research and eData. For more information, please contact [ISUReD@ilstu.edu](mailto:ISUReD@ilstu.edu).

# REDBIRD IMPACT

COMMUNITY ENGAGEMENT AT ILLINOIS STATE UNIVERSITY



## SURVIVORS' STORIES

Public art performance shines  
light on domestic violence  
victims. Page 4



2  
NEWS

Carnegie Foundation  
Elective  
Community Engagement  
Classification  
7  
CARNEGIE

12 CIVIC  
ENGAGEMENT  
SCHOLARSHIPS

20  
STEP-UP

4 SURVIVORS

10 SPOTLIGHT

16 TUTORING

24  
REDBIRDS  
MAKING AN IMPACT

# REDBIRD IMPACT

COMMUNITY ENGAGEMENT AT ILLINOIS STATE UNIVERSITY

## Publisher

Harriett Steinbach, M.S. '05, assistant director of Service Learning for the Center for Community Engagement and Service Learning

## Editor-in-chief

Kevin Bersett, MBA '17

## Lead designer

Sean Thornton '00, M.S. '17

## Designers

Dave Jorgensen, M.S. '03  
Michael Mahle

## Copy editors

Maggie McReynolds  
Emily Nafziger '99

## Photographers

Michelle Hassel  
Lyndsie Schlink '04

## Production coordinator

Tracy Widergren '03, M.S. '15

## Writers

Kate Arthur  
Rachel Hatch  
Evan Linden  
Josh Mlot  
John Moody  
Emily Nafziger '99

Your feedback is welcome. Send letters to the editor, comments, suggestions, story ideas, and announcements for upcoming civic engagement opportunities to *Redbird Impact* Editor-in-Chief Kevin Bersett at [kdberse@IllinoisState.edu](mailto:kdberse@IllinoisState.edu) or by mail to Campus Box 3420, Normal, IL 61790-3420. Bersett can also be reached by phone at (309) 438-4329. To fill out a survey on each issue, visit [IllinoisState.edu/RedbirdImpact](http://IllinoisState.edu/RedbirdImpact).

Material may be reprinted with prior approval, provided no commercial endorsement is implied and credit is given to the author, to Illinois State University, and to *Redbird Impact*.

Illinois State University, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding affirmative action, nondiscrimination, and anti-harassment. Illinois State University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, national origin, sexual orientation, order of protection, gender identity and expression, ancestry, age, marital status, disability, genetic information, unfavorable military discharge, or status as a veteran in employment, educational programs and activities, or admissions. Inquiries or complaints may be addressed by contacting the director of the Office of Equal Opportunity and Access by email at [EqualOpportunity@IllinoisState.edu](mailto:EqualOpportunity@IllinoisState.edu), by calling (309) 438-3383, or by mailing to the office at Illinois State University, Campus Box 1280, Normal, IL 61790.

University Marketing and Communications  
• 20-11083 printed on recycled paper

## Redbird Impact

Volume 3, Number 1—Spring 2020,  
a free magazine published biannually  
Center for Community Engagement and Service Learning  
Campus Box 3800, Normal, IL 61790-3800

[ILLINOISSTATE.EDU/REDBIRDIMPACT](http://ILLINOISSTATE.EDU/REDBIRDIMPACT)



ILLINOIS STATE  
UNIVERSITY  
*Illinois' first public university*

## CESL WELCOMES NEW DIRECTOR

By Emily Nafziger

Katy Strzepek, Ph.D. '18, has been selected as the new director of the Center for Community Engagement and Service Learning (CESL). Strzepek began in her role February 3.

Strzepek had been the director of the Women and Gender Studies (WGS) Program and WGS Resource Center at St. Ambrose University in Davenport, Iowa. She received a bachelor's degree in history from Kenyon College in Gambier, Ohio; a master's degree in African history from Northwestern University; and a doctorate in higher education administration and foundations from Illinois State University.

"I am excited about the opportunity to serve at a public institution that promotes civic engagement as a core value and am thrilled to join the incredible team at CESL," Strzepek said. "I am looking forward to using my passion for justice to collaborate with students, faculty, staff, and local and global organizations to elevate the University's mission and core values."

CESL dual-reports to the Division of Academic Affairs and the Division of Student Affairs, so Strzepek will report to both Ani Yazedjian, associate provost, and John Davenport, dean of students.

"During the campus visits, Strzepek quickly emerged as a strong candidate for this position," Yazedjian said. "Her dedication for justice and civic engagement is paramount, and her background in both academic and student affairs definitely fits well with the dual-reporting nature of CESL. I look forward to the ways she will help advance the work of CESL in the future."

Davenport agreed: "Strzepek's experience with transnational issues, love for education, and passion for social justice will definitely be assets to both CESL and Illinois State. I am excited to see how her experience will help advance civic engagement at this University."

In her time at St. Ambrose, Strzepek organized the Ambrose Women for Social Justice Conference, bringing globally renowned human rights activists to campus, including Leymah Gbowee, a Nobel Peace Prize winner from Liberia. The annual conference gives St. Ambrose students and community members the chance to collaborate to develop justice-based solutions to human rights problems.

Strzepek has been actively involved with organizations such as Argrow's House of Healing and Hope, Amnesty International, the Trauma-Informed Consortium of the Quad Cities, World Relief, and the Iowa Human Rights Research Conference.

She received the American Association of University Women Distinguished Faculty Award for the state of Iowa and



Katy Strzepek, Ph.D. '18

the YWCA of the Quad Cities Award for Racial Justice and Civic Rights. She studied abroad in both Spain and Kenya, and those experiences helped her develop her passion for teaching students to be responsible global citizens.

While earning her doctorate at Illinois State University, Strzepek also received the Paul Vogt Higher Education Dissertation of the Year Award.

Her publications include "Stop Saving the Girl: Pedagogical Considerations for Transnational Girls' Studies," in *Difficult Dialogues about 21st Century Girls* (2016), and "The Long Table of Feminism: Bringing Transnational Feminist Debates to a Small School in Iowa," co-authored with Beatrice Jacobson and Katherine Van Blair in *Transnational Borderlands: The Making of Cultural Resistance in Women's Global Networks* (2011).

"To me, community service and civic engagement must go hand in hand with a commitment to diversity, equity, inclusion, and respect, and I am excited for the chance to join a university that shares my core values," Strzepek said. "I am looking forward to helping students enact these values through meaningful community engagement."

@ilstucommengage

@ilstucommengage

/CommunityEngagement.IllinoisState

Keep up with the latest news from the Center for Community Engagement and Service Learning on Facebook, Instagram, and Twitter. We also invite you to publicize civic engagement activities at Illinois State using the hashtag #RedbirdImpact.



# NEWS

## COMMUNITY ENGAGEMENT AND SERVICE LEARNING



### VOTING RATES AT ILLINOIS STATE INCREASING, STUDY SHOWS

A study by the Institute for Democracy and Higher Education showed voting in the 2018 midterm elections rose to around 31 percent at Illinois State, a jump from a 13 percent turnout in the 2014 midterms. This matches the increase in voting rates, with 99 percent of all schools surveyed saying they saw a rise in students casting ballots in the latest midterm elections.

"We're seeing a greater interest across campus of students who are civically engaged, and that includes voting," said Emily Nafziger, of the University's Center for Community Engagement and Service Learning (CESL).

Presidential elections generally have the highest voter turnout across the United States, and around half of Illinois State students voted in 2016. The increase recently prompted the announcement of a new voting location to be opened at Watterson Towers for the 2020 presidential election.

Now midterms are attracting younger voters as well. The national study, called *Democracy Counts*, showed college students turned out at nearly double the rate from the 2014 midterms, with black women maintaining their position as the most active voters on campuses across the nation, and Hispanic women making the most significant gains.

Encouraging students to register to vote before Election Day is an effort embraced by the University's American Democracy Project (ADP), a cooperative effort by students, faculty, staff, and administration to promote civic engagement at Illinois State. "Voting rises above political parties or issues," said Katie Pratt, a staff member serving on the ADP's Political Engagement Project. "Expressing yourself through voting is an action that embodies our value of being civically engaged."

ADP, CESL, and student organizations collaborate on voter registration campaigns. Students can register to vote with the Redbird Voter Guide at [AmericanDemocracy.IllinoisState.edu/Vote](http://AmericanDemocracy.IllinoisState.edu/Vote).



### NEW FEE STRUCTURE MAKES ALTERNATIVE BREAKS TRIPS ACCESSIBLE TO MORE STUDENTS

Annie Weaver, coordinator of student volunteer opportunities at the Center for Community Engagement and Service Learning, was saddened when she heard about students who couldn't participate in the Alternative Breaks program because of the cost involved.

"I saw students who really wanted the experience and wanted to serve, but they just couldn't afford to go on a trip," Weaver said. "Others would occasionally drop out of a service trip when they realized their families couldn't help support them."

Last summer, Weaver, who oversees the Alternative Breaks program at Illinois State, proposed a new fee structure for the program. Her proposal was sent to the Division of Student Affairs where it was quickly accepted. The new fee structure provides access for students who otherwise might not be able to participate in such impactful service-learning experiences and is being implemented this year.

Through the new structure, a student's fees for a trip are based on their Expected Family Contribution (EFC) as determined through the Free Application for Federal Student Aid (FAFSA) process. At a maximum, fees will be similar to those paid by students last year. This year, costs will decrease as a student's EFC lowers.

Fees will not increase for any student. Weaver explained, "We're not offsetting costs by charging anyone any more. We're simply changing the structure so that everyone has an opportunity to go on an Alternative Break trip."

The program will also continue to offer partial fee waivers. Any student can apply for a waiver, regardless of the cost of the trip or EFC. Waivers are funded by donations to the Alternative Breaks Support Fund.

The Alternative Breaks program gives students the opportunity to impact a community by participating in service trips. More information on the Alternative Breaks program, including the new cost structure, is available on the Center for Community Engagement and Service Learning website.

### MENNONITE COLLEGE OF NURSING PAVES WAY WITH NURSES ON LOCAL BOARDS INITIATIVE

Last September, Illinois State University's Mennonite College of Nursing completed the first phase of its Nurses on Boards Initiative, aimed at building a healthier community by putting more nurses on local boards. The Board Representatives Lunch attracted 16 leaders from government, social services, education, the arts, and health care.

An earlier Lunch and Learn session enlisted 30 nurses to join the roster of Nurses Available to Serve on Local Boards. The Nurses on Local Boards project is being managed by the Mennonite College of Nursing, but membership on the roster is open to any nurse interested in wider community service. Any community board may access the roster by contacting Susan Lynch at [slynch@IllinoisState.edu](mailto:slynch@IllinoisState.edu) or (309) 438-2174.



### PEACE CORPS PREP PROGRAM AT ILLINOIS STATE

The Stevenson Center for Community and Economic Development at Illinois State offers a Peace Corps Prep program. The core components of the Peace Corps Prep program are meaningful preparation not only for Peace Corps service but also for starting a career. As part of Peace Corps Prep, students can combine classes with field experiences, develop intercultural competence, take on leadership roles, prepare for interviews, and refine their resumes.

The deadline to apply for the prep program is the third week of every fall and spring semester, ideally with at least four fall or spring semesters remaining before graduation.

For more information about the Peace Corps Prep program at Illinois State, contact Beverly Beyer, senior associate director of the Stevenson Center, at (309) 438-8685 or [pcprep@IllinoisState.edu](mailto:pcprep@IllinoisState.edu), or visit [StevensonCenter.org/Prep](http://StevensonCenter.org/Prep).

### STEVENSON CENTER'S "ADLAI WEEK" MARKS 25 YEARS OF SUCCESS

Last fall, the Stevenson Center for Community and Economic Development celebrated its 25th anniversary with "ADLAI Week." Students, faculty, alumni, and community and campus partners joined in the events marking two and a half decades of growth and impact.

ADLAI Week began with the induction of Robert Hunt, professor emeritus of political science and Stevenson Center founder, into the College of Arts and Sciences Hall of Fame. At the induction, Stevenson Center alumnus and Sociology Associate Professor Michael Dougherty, M.A. '03, noted: "There's no better example of Bob's legacy of building relationships between assets than the Stevenson Center. ... Over its 25 years, the Stevenson Center has produced more than 220 graduates from all over the country and the world. That's 25 cohorts of students who built relationships with one another. That's 220 students who built relationships with (Illinois State University)."

In recognition of its robust 25-year partnership with Illinois State University, the Peace Corps gave the Stevenson Center a commemorative bell. Stevenson Center students will ring this bell when they graduate, just as Peace Corps volunteers ring similar bells when they close their service.

The activities that week included students and friends of the Stevenson Center joining with volunteers from Illinois State University, Illinois Wesleyan University, and Heartland Community College to package meals at the Midwest Food Bank. The Stevenson Center also launched a donation campaign to support students. The campaign continues, and all are encouraged to help meet the goal of raising \$2,500 to cultivate the center's future leaders in public service.



### POLITICAL STRATEGIES OF SUFFRAGISTS HIGHLIGHTED DURING CONSTITUTION DAY CELEBRATION

Associate Professor of History Kyle Ciani had a simple message for future activists.

"We're in it for the long haul. Nothing's going to happen overnight," Ciani said. "This is about being committed to an issue and following through on that issue."

Ciani offered this message during the Constitution Day Celebration held last fall in the Escalante Room in Hewett/Manchester Halls. Ciani's presentation, "From the Lobby to the Street: Strategies Used by Voting Activists in the Early 20th Century," was the focus of the event organized by the Center for Community Engagement and Service Learning and the Illinois State University American Democracy Project to commemorate the 100th anniversary of the passing of the 19th Amendment.

Ciani spoke about the women's suffrage movement and activists of the National Woman's Party's efforts to press Congress to pass the amendment, which prohibits the government from denying the right to vote based on sex. Congress passed the amendment in 1919 and met the 36-state threshold for ratification a year later.

### SUSTAINABILITY INTERNS GIVE FELL ARBORETUM SPECIAL SPA TREE-TMENT

A 60-year-old resident of the Quad received some much-needed pampering last fall.

"The European Purple Beech Tree is one of the favorites of many people, students, and visitors alike," said Patrick Murphy, curator and horticulturist of the Illinois State's Fell Arboretum. "Our efforts today will help extend the life of the tree so it can be enjoyed for years to come."

Five interns from the Office of Sustainability assisted Murphy in giving the beech tree a "spa TREE-tment." Students dug away old dirt from the roots that contained potential disease, spread new grass seed, and covered the tree with neem oil. The oil heals the tree and makes it less attractive to insects that could injure it further. While bugs are a problem, most of the work done to the tree is designed to mitigate damage inflicted by humans.

"We got to see the effects of human activity around trees and how we can make trees sick," said intern Elizabeth Kolze, a senior anthropology student. "Today's work was to counteract that and help the tree grow healthy even with all the human activity it sees on the Quad."

The students are part of a new professional practice internship offered by the Office of Sustainability. They meet twice a week to discuss different sustainability initiatives and participate in service projects. The

tree spa idea was pitched to the interns by Murphy.

"I thought it was a brilliant idea," said Office of Sustainability Director Elisabeth Reed. "It was a great way for the students to provide a service to the Fell Arboretum, which is such a gift to ISU."



### TRIO MAKES STUDENT GOVERNMENT HISTORY

Illinois State students Samiat Solebo, Jada Turner, and Hannah Woody made history last spring semester by becoming the first all-female executive ticket elected to the Student Government Association (SGA).

Solebo followed in the footsteps of Redbird alumna VaNatta Ford '00, Ph.D., who was the first black woman to be elected as Illinois State's Student Body president in 1999.

"It still feels surreal," said Solebo, a junior political science major from Plainfield. "It hasn't resonated yet; I've just been doing my job."

The election was held April 1-3, 2019. Each of these executive branch members will serve a one-year term in office.

Turner is the Student Body vice president, and Woody was elected SGA's chief of staff.





# SURVIVORS

TELLING THE STORIES OF DOMESTIC VIOLENCE VICTIMS BY KATE ARTHUR



Jim was in his mid-20s when his girlfriend abused him. She always had a temper. When she scratched his arms and face, he concealed the wounds until they healed. Until one Thanksgiving morning, when he couldn't hide recent claw marks from his family.

Rose was abused for the first time on her wedding day. After the ceremony, her husband pulled her into a room and grabbed her wrist so hard that it left a bruise. He told her she embarrassed him, and since she was now his, she had better learn how to behave. On their honeymoon, he told her she was ugly and worthless.

Those are just two of the stories from domestic violence victims that were retold at "Survivors: Local Stories of Domestic Violence," a performance created by Criminal Justice Sciences Professor Shelly Clevenger and her victimology students. The civic engagement event held last fall at the Normal Theater was designed to raise awareness of domestic violence, while also raising funds for Bloomington-Normal organizations that assist survivors.

The stories came from Clevenger's research over the past seven years with survivors. The students took quotes from the victims and created cardboard cutout bodies to depict the victimization on one side, and how the survivor coped on the other (see examples on Page 4). The students brought the stories to life through their artistic interpretations.

A man abused by his girlfriend had "weak" and "not a man" spelled out in capital letters across his limbs. A woman raped by her husband had a black broken heart pasted to her chest. Seniors David Kunkle and Diego Quintero were working on the cutout of a woman named "Michelle."

"It stays with you so much more," Kunkle said, as he cut the fist-sized heart in two. "Her children were conceived by forced sex."

On the opposite side of the Michelle cutout, Kunkle depicted what helped her cope. Michelle thought of things that made her happy, like summer, her dog, and music, but she added, "I know that cannot work forever."

Kunkle changed her black heart to red, but it was still broken, taped together poorly.

"It's taped together badly because she's not coping well," he said.

People had mixed reactions when Clevenger initially told them about the graphic representation. But seeing the image of a survivor makes it more real than only hearing words, she said.

"You can't unsee it, so it sticks with you. It's not that I want people to feel bad, but I want them to realize what an issue domestic violence is, that it really does hurt people, people of this community."

Volunteers from Illinois State and the Bloomington-Normal community represented the survivors. Volunteers included Bloomington-Normal police officers, Illinois State University Police Chief Aaron Woodruff, and College of Applied Science and Technology Dean Todd McLoda. They read the quotes

while students stood behind the cutouts. Clevenger chose stories that were inclusive, including those involving men who were abused by women, same-sex relationships, and a woman with a disability abused by her caregiver.

"When we think about domestic violence, we often think about it being a romantic situation, and it's not just that," Clevenger said.

Student Megan O'Meara helped create the cutout of Stella, a victim of physical violence.

"I felt like I got to know her," said O'Meara, a junior criminal justice sciences major. "This opened my eyes. I was probably doing victim blaming. Now I know the depths they have to go to get away."

Miltonette Craig, an assistant professor in the Department of Criminal Justice Sciences, attended the performance. She applauded the civic

engagement project that drew attention to October's National Domestic Violence Awareness Month.

"Students aren't just reading about this in the classroom, they're making an impact in the community in an extremely meaningful way," she said. "I like that Dr. Clevenger is showing that anyone can be a victim."

Stories covered the range of abuse, from sexual and reproductive abuse, to physical, psychological/emotional, cyber, and financial abuse. One of the stories was told through a daughter because the woman committed suicide.

Another story detailed "revenge porn." A woman detailed how her former boyfriend displayed naked pictures of her on websites—photos she wasn't aware were taken—along with her name, address, and phone number. Over a year later, men were



Professor Shelly Clevenger





Stories of local domestic violence survivors were depicted by Professor Shelly Clevenger's victimology students at a performance at the Normal Theater. Students were given quotes from survivors and depicted their abuse and how they coped on cardboard cutouts.

still showing up at her home. She worried about her safety, stopped teaching, and considered moving away.

There was also an 8-year-old boy who was abused by his mother's partner, someone he loved and trusted. The victim thought the abuse was normal, until a friend his age told him it was not. When the child told his mother, she believed him and called the police. The boy grew up to be a teacher and a coach who looks for the signs of children who are struggling.

Illinois State alumna Nikita Richards '06, M.S. '15, participated in the performance as a representative from the Illinois Council on Women and Girls, which advises the governor and General Assembly on policy issues. She also serves on Illinois State's Alumni Association Board of Directors.

**IT IS HARD TO SPEAK, FINALLY,  
AFTER YEARS OF NOT SPEAKING.  
TO FEEL EVERYTHING, AFTER NOT  
FEELING ANYTHING FOR SO LONG.**

"I was honored to do it," Richards said. "These are people you could bump into in the street or people you know. I'm so proud of Dr. Clevenger and the students. If you were a student at ISU even 10 years ago, people wouldn't talk about abuse, and now our faculty and students are talking about it and sharing resources."

At the end of the performance, two local survivors shared their stories. Heather walked up to the podium and took a deep breath before she began.

"It was hard. It's still hard," she said. "It does not get easier.

Life just becomes a different kind of hard.

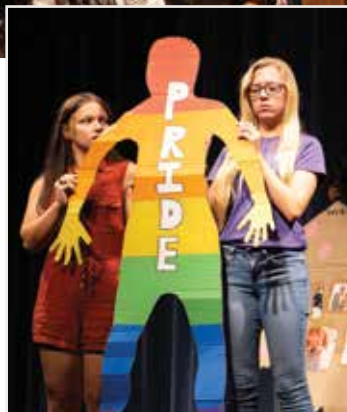
It was hard to wake up, hard to fall asleep, hard to do my job, run a marathon, learn the eggs I liked, do my taxes. It is hard to speak, finally, after years of not speaking. To feel everything, after not feeling anything for so long."

She and her four children found a home at Neville House, which provides housing and legal and medical support for domestic violence victims. Proceeds from the Survivors event, which raised \$1,000, were split between Neville House and the YWCA Stepping Stones Rape Crisis Center. Artwork created together by domestic violence survivors and Clevenger's students was also sold at the event to raise funds.

This was not the first time Clevenger used her research to create a service learning opportunity for her students. Last spring, students in Clevenger's Sex Offenders course created a project titled "What were you wearing?" that was shown at Illinois State's Women's and Gender Studies Symposium. Students dressed mannequins in clothing similar to what survivors were wearing when they were sexually assaulted, from a military uniform to children's pajamas. That exhibit drew national attention, with Clevenger invited to display it last fall at an international conference in San Diego.

Clevenger is hoping the Survivors performance will become an annual event. She closed the night with a message of hope.

"I know what you heard was hard. And it's sad, but that's not what I want you to leave with. I want you to leave here with hope, that people can get out of these situations and that they can survive."



President Larry Dietz speaks in fall 2017 at the ribbon cutting for the Center for Community Engagement and Service Learning.

# ILLINOIS STATE UNIVERSITY EARNS NATIONAL COMMUNITY ENGAGEMENT DESIGNATION

By Emily Nafziger

ILLINOIS STATE UNIVERSITY HAS RECEIVED THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING'S ELECTIVE CLASSIFICATION FOR COMMUNITY ENGAGEMENT. THE DESIGNATION CAME AFTER ILLINOIS STATE COMPLETED AN EXTENSIVE APPLICATION PROCESS INVOLVING DATA COLLECTION AND DOCUMENTATION OF THE UNIVERSITY'S COMMITMENT TO COMMUNITY ENGAGEMENT.

"Civic Engagement is a core value of this University, and I am pleased that the Carnegie Foundation has recognized our commitment and efforts by awarding the University the Elective Classification for Community Engagement," said Illinois State University President Larry Dietz. "Shortly after becoming president, I initiated plans to create the Center for Community Engagement and Service Learning. Through the center, we support students, faculty, and staff with in-class and out-of-class learning experiences that partner with the community. These experiences are prime examples of how we live our values every day."

The classification lasts for six years. Illinois State will need to apply for reclassification during the 2026 cycle.

The application process for the Elective Classification for Community Engagement is similar to a self-study process for accreditation. The application consisted of nearly 300 individual questions including yes/no, short answer, multiple selection, and narrative responses.

"This designation represents the 107 pages of wonderful community engagement that went into it," said Christine Bruckner, assistant director of assessment, data management, and grant writing for the Center for Community Engagement



and Service Learning (CESL). Bruckner led Illinois State’s efforts throughout the application process. “There are so many amazing experiences that Illinois State is offering its students, so many examples we included in the application and others we could not include simply because of word limits. That’s why we need to be proud—it’s not just that we received this designation, it’s what we’ve done with and for our students and community.”

After the application was submitted in April 2019, a National Review Committee reviewed it to determine if Illinois State University qualified for recognition as a community engaged institution. The public announcement of classified institutions was made by the Carnegie Foundation in January 2020.

“It was a long wait,” Bruckner said, “but I was confident in the application and documentation we submitted. I’m thrilled that the wait is over, we received the designation, and that we can continue to move forward in the areas where we would like to improve.”

Illinois State is one of 359 institutions nationwide that now hold the classification. According to Bruckner and Janet Paterson, who served as CESL interim director until her retirement in June 2019, the true value in the application for the Carnegie Elective Classification is in the self-study process involved. “Within the world of higher education, this is a known and understood designation of value and worth,” said Paterson. “It comes, however, after an arduous, intensive, and extremely important process of self-study.”

Through that process, Illinois State was able to determine areas where the institution needs to improve in order to continue to meet national standards in community engagement. Late last summer, Bruckner and Harriett Steinbach, assistant director of service learning at CESL, already began working toward that improvement when they presented the findings from the application to leadership across campus.

“As we’ve gone through this process, we’ve been very clear that this is not an award, and we do not want it to be considered an award,” said Bruckner. “It is recognition for the work that we’ve already done in this field, but also recognition of where we’re going to advance our student learning opportunities, our community, and our faculty scholarship.”

In the early 2000s, the Carnegie Foundation created the Elective Classification for Community Engagement, with the first applications being sent on an invitation-only basis. In 2006 and 2008, institutions could apply for the elective classification within three categories—curricular engagement, outreach and partnerships, or a combination of both.

The classification evolved in 2010 to a single elective classification encompassing an institution’s infrastructure for community engagement, curricular dedication, tenured faculty scholarship, and established campus-community partnerships. This shift also changed the application cycle whereby campuses could only apply for a first-time designation every five years.

The application is updated during each cycle to reflect changes in

the field and best practices of community engagement. For example, the 2020 classification sought, for the first time, institutional evidence of cocurricular community engagement and community engaged scholarship of all ranks and classes of faculty and staff.

Illinois State University first applied for the Elective Classification for Community Engagement in 2015 but did not receive the designation.

“We simply didn’t have the infrastructure in place at that point to be able to adequately collect and process data on Illinois State’s community engagement,” Paterson explained. “We knew various types of civic engagement were taking place across campus, but the processes weren’t yet in place to track that information.”

Paterson was not personally involved in Illinois State’s first application, but she did review the materials extensively in her role as dean of students and then again when she transitioned to become chair of the Civic Engagement Center Task Force. Paterson was ultimately named the first interim director of CESL when the center was created in 2017.

“I felt that this is where we needed to get the groundwork going,” Paterson said of the center. “If we were going to go up for the Carnegie Elective Classification again, we had to get into place some of the foundational behaviors. We had to institutionalize processes and we had to begin tracking impact. We needed data on our engagement efforts.”

According to Paterson, that is why Bruckner was the first official employee in CESL, hired for her experience in data analysis and management. Bruckner transitioned to CESL from the Office of Planning, Research, and Policy Analysis. Bruckner’s first six months at CESL were an immersion in reading and analyzing approaches to the systemic and institutional changes necessary in order to approach the 2020 application for the Elective Classification for Community Engagement.

“That is the manner in which, in the earliest days of the concept of the center, the Carnegie Classification had an impact on how we behaved,” Paterson said. “We wanted to begin to function as an institution that would be worthy of receiving this designation.”

Paterson, like Bruckner, is also quick to caution against considering the classification an award.

“This was never something we were chasing after,” Paterson said. “Rather, it’s an acknowledgement of what we really do at Illinois State. It’s not that we were going after it; we weren’t trying to win first place in a race. We were simply hoping to have public exposure for what Illinois State is about and what it’s accomplishing. This is an acknowledgement of who and what we are as an institution.”

In early 2018, Bruckner and Paterson worked together to create a campuswide task force to aid in the application process. Task force members were approved by Jan Murphy, vice president for academic affairs and provost, and Levester Johnson, vice president for student affairs. The task force

officially convened in March 2018 and worked until the application was submitted the following year.

Task force members divided up questions from the application that could not be answered through the current civic and community engagement reporting process, and they began locating data sources. In addition, task force members worked on writing and editing the application.

Liaisons were also identified for each college and student affairs unit for the coordination of data collection. Between those liaisons and outreaches from the task force members, nearly 300 individuals from the campus and community contributed to the application.

While the application process was extensive and campuswide, Paterson is quick to point out that it would not have been possible without Bruckner, who devoted the majority of her time to the project over the last two years and did much of the writing. “Christine really carried the weight of this work,” said Paterson. “She turned to the task force and liaisons for information and consultation, but she did so much of the work herself. Her passions for both civic engagement and data management really showed in her efforts.”

Bruckner, while excited about the designation, also continues to look to the future of civic engagement at Illinois State and the areas designated for improvement within the application process.

“We’re doing great things,” Bruckner said, “and this is only the beginning. By going through this process, we’ve identified where we are and where we’ve been, and now it allows us to look at how we can adapt that and continue to grow from it.”



**THE APPLICATION CONSISTED OF NEARLY 300 INDIVIDUAL QUESTIONS**

- 48 yes/no questions
- 9 short answer questions
- 6 multiple selection questions involving narrative responses for each selection
- 62 total narrative responses limited to 500 words each
- A section highlighting 15 campus-community partnerships. Each partnership description included
  - 8 short answer questions
  - 3 narrative responses



**INDIVIDUALS INVOLVED**

- 8 total task force members
- 7 college liaisons
- 15 community partner organizations
- Nearly 300 individuals in total outreach



**APPLICATION TIMELINE**

- Application review and planning process began within the Center for Community Engagement and Service Learning in fall 2017.
- 2020 framework questions were released by the Carnegie Foundation in January 2018.
- Task force and college liaisons convened and began work in spring 2018.
- Data were collected in the 2018 calendar year.
- Application was submitted in April 2019.
- Classification was publicly announced in January 2020.

**TASK FORCE MEMBERS**

- Christine Bruckner—Center for Community Engagement and Service Learning
- Janet Paterson—Center for Community Engagement and Service Learning
- Erin Thomas—Office of the Vice President for Student Affairs
- Cheryl Fogler—Planning, Research, and Policy Analysis
- Katie Pratt—University College
- James Applegate—Center for the Study of Education Policy
- Missy Nergard—Office of Sustainability (through summer 2018)
- Chad Kahl—Milner Library (beginning fall 2018)

# SPOTLIGHT

## Jacqueline Lanier

By Kevin Bersett



Associate Professor Jacqueline Lanier

Associate Professor Jacqueline Lanier and a group of Illinois State students successfully lobbied the Normal Town Council in 2018 to raise the minimum age to buy tobacco products to 21. The Tobacco 21 movement combined two of Lanier's passions: civic engagement and health promotion.

Lanier has interwoven service learning into her teaching and research since she joined the Department of Health Sciences in 2013. Her efforts to promote healthy lifestyles and policies were recognized with the 2015 McLean County Public Health Award.

Last year, Lanier was appointed the new faculty co-leader of Illinois State's American Democracy Project (ADP). The national initiative seeks to increase civic engagement among college students.

In the following Q&A, Lanier talks about her plans for the ADP and her career-long involvement in community engagement and health promotion. The interview has been edited for brevity and clarity.

### HOW HAVE YOU MADE COMMUNITY ENGAGEMENT A PART OF YOUR TEACHING?

I came here in 2013 as an assistant professor in the health education and health education promotion program. Before that I was at the McLean County Health Department. So community engagement was a big piece of that, and I always enjoyed working with students.

When I came here, I reframed pretty much every class that I taught to have some civic engagement or service learning component. I think students, especially within our major, which is community health, learn best by going out into the community, getting engaged. Then on the flip side, it is also a win for the organization because they get help and assistance with meeting a need that maybe they wouldn't have time for without the students.

### WHAT WAS YOUR ROLE WITHIN THE COUNTY HEALTH DEPARTMENT?

I was a health promotion specialist. I did community engagement work around tobacco prevention and control and organizing the community health needs assessment process that brought a lot of partners together to understand the needs of the community. I also did teen pregnancy prevention, smoking cessation counseling, grant writing, coalition building. I did a whole gamut of things, working with a lot of community partners on various community-based health issues.

### YOU HELPED FORM THE WELLNESS COALITION AS WELL, RIGHT?

We established the McLean County Wellness Coalition in 2009. And that was a way to bring together all sorts of partners around healthy eating, active living, but specifically around policy and systems change. We're all doing great work but when we incorporate policy or system changes, we know that those changes will continue to last and be sustainable.

### ARE YOU INVOLVED WITH THE ADP NOW?

I've admired ADP's work from afar as I got established at ISU. Then an opening came up that I saw for the new faculty co-chair. And when I read the description, I was like, "This is the work that I love"—all things to help students get engaged civically, from understanding their voting rights to getting out in the community and helping them work with community partners. So I interviewed and got the position. I'm excited about the work ahead.

### IS THERE ANY INITIATIVE YOU'D LIKE TO START THROUGH ADP?

One thing that we're looking at is assessing what the American Democracy Project has done in the past. There are major initiatives around Constitution Day, voter engagement, helping faculty and students to be civically engaged. But one thing that we're finding is that we don't have the complete plan around voter engagement, and especially going into 2020, which is a big election year, what we're going to work on is looking at that

Voter Friendly Campus designation (from NASPA: Student Affairs Professionals in Higher Education). This is a designation that campuses can get by putting together an organized plan on voter engagement, which we don't have currently. So that's one of our initiatives that I hope to work on.

### WHAT EXPERIENCE DO YOU HAVE IN POLITICS?

Most of my political work is probably specific to certain issues like Tobacco 21 and Smoke-Free Bloomington-Normal, which was something I was engaged in to make public places smoke-free. So it's usually issue specific and involves reaching out to legislators, local council members around specific policy issues. I've always, in my classes, encouraged students to vote and be an informed voter. I think I'm learning a lot about the process and even the partners and the engagement that's happening on campus.

### LET'S TALK ABOUT TOBACCO 21. HOW DID THAT CAMPAIGN COME TOGETHER? AND WAS THIS AN OUTGROWTH OF ONE OF YOUR CLASSES?

For a long time, I have partnered with the American Heart Association on different initiatives, professionally because it's an interest of mine, and personally, because both of my parents died of heart disease related to tobacco. But this campaign started in my health needs assessment class in the spring of 2018. I place students in groups of three or four to work with a community partner on a specific assessment project. I reach out to my partner and ask them what they need.

The Health Department came back and said, "Well, we would really like to understand more about Tobacco 21. There is interest in the community. We know that there's movement to create this policy locally or statewide, but what does McLean County think?" I had a group of students work with the Health Department to assess interest around Tobacco 21 and learn more about it. So that was that spring, and then I had a few students like, "We really love this work. Can we do more?" I had one student go and work with the Tobacco 21 national coalition that summer. And I said, "There are things

happening at the state. If that doesn't get passed at the state, I think we have an opportunity locally to act if we want to."

So that fall, I taught a public health leadership class, part of that class is health policy. I brought in the American Heart Association to talk about Tobacco 21 and the issues around that. And I posed to the class that we have an opportunity if you're interested to work on Tobacco 21 locally to learn about it and advocate for it to our local council members. So I told them they didn't have to do this—not everyone agrees with that policy. But I told them that if it was something they're interested in, let's do it. The majority of the class signed on to do it.

We formed our coalition. And then we had committees around political engagement, social media marketing, education. Within those committees, the students worked with me and the American Heart Association to advocate to the Town of Normal and the City of Bloomington. They attended council meetings and met individually with council members. And the town was very receptive; there wasn't a lot of resistance. And that almost never happens. I worked on Smoke-Free Bloomington-Normal for years and years and years. Luckily, their advocacy worked.

### WHAT WAS THE CITY OF BLOOMINGTON'S REACTION?

We had conversations with them. We went to a meeting and presented the same information. I think they were worried about backlash from retailers and people. So they wanted to hold off for now. There were some that were interested. And they also saw the state was headed in that direction. And the state did pass (Tobacco 21 legislation), as of July 1.

### ANOTHER PROJECT YOU'VE WORKED ON IS THE FOOD ACCESS AND RESCUE SUMMIT. CAN YOU TALK ABOUT THAT?

This project was a collaboration through the McLean County Wellness Coalition. We saw that there was an alarming rate—about 14 percent—of county residents who were food insecure, defined as a lack of consistent access to enough food for an active, healthy life.

So we saw this happening, and it was a concern. And we saw all sorts of different efforts happening around McLean County. For example, I coordinated the Veggie Oasis, which rescued food from the Downtown Bloomington Farmers' Market and provided that food to the west side, which is considered a food desert. We saw community gardens and other food rescue efforts, but none of these players were talking. So we decided to do a summit and bring everybody together to talk about what the issues are and how we can better coordinate the system.

In 2017 the County Wellness Coalition and a few other partners brought all those players together. We got 70 people to participate in the summit. There were ISU folks, faith-based groups, grocery stores, the Midwest Food Bank, and organizations that work with populations that are food insecure. The goal was to compile this information on what our priorities are, how we work best together, and then put that back out to the group. I know conversations continue to happen.

Here, we came back that next fall and talked about whether we understood food insecurity at ISU. So we worked with the Family and Consumer Sciences Department and a graduate student to do a study around food insecurity issues. At the same time, the School Street Food Pantry was starting to develop. So myself and Kerri Calvert, in Health Promotion and Wellness, became consultants within that food pantry for students. Now Kerri is the chair of the pantry, and I'm on the board.

### ARE THERE ANY OTHER PROJECTS YOU WOULD LIKE TO MENTION?

There is one other cool thing worth mentioning. Dr. Julie Schumacher and I plan to lead eight to 10 students on a trip to Kenya in May 2020, exploring nutrition and wellness in this region. We received a \$5,000 interdisciplinary grant from the Study Abroad office to help support students to go and hope to partner with the Midwest Food Bank and their affiliate in Kenya, Kapu Africa.



# McLEAN SCHOLARSHIPS

STUDENTS EARN MCLEAN COUNTY FULL TUITION SCHOLARSHIPS BY SERVING THEIR COMMUNITIES

By Josh Mlot and Evan Linden



What does it mean to be a Redbird? It starts with Illinois State University's core values, and a group of seven freshmen was recognized for embracing those values before even arriving on campus.

The new McLean County Full Tuition Scholarship is awarded to incoming Redbirds from McLean County—right in Illinois State's backyard—who have gone above and beyond when it comes to the University's core value of civic engagement.

With the University working to prepare students to be engaged global citizens who make a difference in their community, these freshmen have already shown a commitment to giving back. The seven winners have combined to volunteer more than 750 hours of their time to service work during their high school careers. Their efforts stood out from an applicant pool that amassed more than 9,480 hours.

Meet the inaugural group of McLean County Full Tuition Scholarship winners:

## TRISTAN BIXBY USES FAMILY TRAUMA AS MOTIVATION

Tristan Bixby remembers hearing the news. The first whispers were vague, but ominous—something happened at Normal Community High School.

"I turned to my friend and said, 'Something doesn't feel right.' I just had this gut feeling something felt wrong," Bixby says. "Of course, me being the dramatic person I am, she was like, 'Whatever, Tristan, stop being annoying.'"

Bixby's gut was right. It would be hours before she knew any more, as she finished her day at the junior high like usual before arriving home to find her mom outside.

That's when she got the news. There had been an active shooter at the high school, and her brother Trevor Bixby had been held under duress in a classroom.

"It didn't feel real. It felt like I needed proof that it happened," Bixby said. "I remember starting to shake and my mom was like, 'It's OK. He's inside. He's safe. Everyone's safe.'"

"I ran in to find Trevor, and he just looked at me and he was fine—he was there, he was alive, he was safe. I said, 'Are you OK? How are you?' He just said, 'I'm OK,' and that was kind of it for that day and we tried to go about our lives as normal. But as time went on it was very, very difficult for my family to come to terms with that."

While no one was physically injured in the incident, it rocked many involved, including the Bixby family, and left plenty of emotional scars. In the time since, Bixby has navigated hers by trying to make a change.

Bixby, now a freshman at Illinois State, had already been introduced to community service. She started raking leaves for the elderly when she was in elementary school, tagging along with her older brothers, Trevor and Tyler, so she could rub shoulders with the older kids. And every summer her parents would task the Bixby siblings—including younger brother Trace—with staying busy by finding a way to help someone else.

"I grew up with this foundation that your life is yours but it's not supposed to be all about you," Bixby said.

But what happened on Friday, September 7, 2012, lit a fire in her that took Bixby's desire to give back to the community to a new level.

Bixby's first emotion was anger. Anger that something like this could happen. Anger that her brother had to go through it. His life remains affected to this day. Loud noises, even innocuous ones, can send him reeling.

"Things like Fourth of July have never been the same," Bixby said. "I remember one time bringing a balloon into the car because who doesn't like balloons? Trevor doesn't like balloons because of the noise they make when they pop. Every time there's a loud noise I kind of see him jump and search the room, and it just breaks my heart."

The anger and frustration only intensified when Bixby, in sixth grade at the time, tried to find her voice and address the issues. But school papers on things like stricter gun laws were met with apprehension, and Bixby was encouraged to give herself some time before addressing her emotions. Perhaps, the thinking went, sixth graders should focus on less challenging or controversial topics—something more kid-friendly.

"I just didn't really feel like I had a place to talk, especially being so young," Bixby says, "and then there was a little bit of guilt where I was like, 'I want to do something about this, but I wasn't the one who had that experience.' It took me a little bit to realize I was part of that experience though, and it happened to somebody I love; so therefore, in a way, it's my experience too."

Bixby continued to grapple with her emotions for years. It wasn't until the Parkland high school shooting in 2018 that Bixby was able to outwardly act on her feelings. When she caught wind of people at NCHS organizing a March for Our Lives event, she found her outlet.

With the help of NCHS teacher Patrick Lawler, Bixby got a last-minute spot on the event's agenda. Rushing across the high school campus and drenched from swim class, Bixby read her prepared speech off her phone. A broken megaphone left the self-proclaimed "theater kid" to lean on her drama skills, and as a shaking, wet, cold, and nervous Bixby projected her speech with nothing but her voice and her passion, she finally shared a message years in the making.

March for Our Lives turned out to be just the beginning for Bixby. As students planned for the event and a corresponding school walkout, a group of particularly engaged students coalesced through their Instagram group chats. Eventually, the discussion changed from, "What do we need to do for this event?" to, "What if we start something of our own?"

The group held its first meeting with just a handful of individuals (Illinois State freshman Allie Beam was also in the room that day). From that gathering, BN Youth Activists (BNYA) was born.

Made up of high school and middle school students in the Bloomington-Normal area, the group tackles community issues from a youth perspective, giving a voice to a population who might be written off as uninformed kids without well-formed opinions. BN Youth Activists works against that perception while trying to make a difference in the community.

While gun control is a major talking point for the group, it is not the only one, and BNYA is designed to be a bipartisan organization. It has participated in March for Our Lives each of the last two years, as well as other events, including a public town hall forum the organization held with local political candidates in October of 2018.

Bixby has learned confidence and gained communication and leadership skills through her involvement with BN Youth Activists.

"I was able to grow from the experience and say, 'Yes, I am capable of having these discussions,'" Bixby said. "I know as individuals we'll all learn from being youth activists and we'll take what we know and put it toward the good of the world."

Bixby plans to continue to make her voice heard as she gets involved on Illinois State's campus. Inside the classroom, she'll do that as an acting major, embracing the passion she found for theater in middle school and her natural flair for drama.

As for that day in September 2012 that drastically altered her view of the world, it and the things that have spawned from it are mostly unspoken between her and her brother. But she has no plans to soften her activism goals.

"I'm not entirely sure why, but we don't really talk about it that much," Bixby said. "I know that I have had a few peers and family members kind of concerned for me, just because of how I have been speaking out and I've been standing up for what I believe. It is what I believe, and they don't ask me to back down from that, but they're like, 'Maybe take a step back for a little bit,' and I'm like, 'How can I stop now?'"



## CLAIRE MEYER'S SPIRIT LEADS HER TO SCHOLARSHIP

Claire Meyer loves helping people, and bolstered by her effusive energy, she has made a habit of going above and beyond to do so. Her list of service efforts and organizational involvement is long, including volunteer work with Midwest Food Bank, Advocate BroMenn Medical

Center, and Westminster Village; a long history with Youth Engaged with Philanthropy (YEP); and involvement co-founding the nonprofit organization ReSpirit.

A member of the National Honor Society, Future Business Leaders of America, Health Occupations Students of America, and Key Club, as well as the student council president at Normal Community High School (NCHS), Meyer still found



time for civic engagement. She has been active in YEP—which distributes money to nonprofits supporting community organizations—and helped get ReSpirit off the ground.

The roots of her civic-minded personality were planted as a child in Girl Scouts and fertilized by her parents, Redbird alumni Tod Meyer '94, M.S. '98, and Laura (Cluskey) Meyer '89.

"I think my earliest moments of civic engagement probably came during elementary school," Meyer says. "My youngest brother, Blake, was born with cleft palate. We'd always have a lemonade stand to raise money for the Cleft Lip and Palate Foundation because of how many people it helps."

"My family has always donated money and time to different causes. That impacted us."

As a senior at NCHS, Meyer was interviewed and selected for a spot in a class called Innovative Entrepreneurs, which gave her an opportunity to dive into a leadership role on a project with real-world implications. Tasked with imagining nonprofit organizations and then bringing them to life, ReSpirit was born.

The premise is simple: The organization collects donations of spirit-wear clothing and then distributes that clothing at a discounted price to members of the community in need.

"I noticed through all the different activities I was involved with, I collected a bunch of spirit-wear items that either no longer fit or I no longer want to wear them," Meyer says. "What do you do with them? That's why we created ReSpirit."

"We know there are families in our community who aren't able to afford those different pieces of clothing. Throughout my childhood I've been able to afford those things because my parents have been able to help me and I've been blessed through that, but others aren't. We wanted to be sure everyone had the same opportunities. Plus, it's a great way to give those old clothes a new life."

Meyer's connections helped launch the program at NCHS and Prairieland Elementary. ReSpirit held its first collection drive at the high school in fall 2018, collecting more than 260 pieces of clothing. Those items were sorted and cleaned, and events were hosted in the community to distribute the clothing.

ReSpirit now has a handbook to provide future students with best practices. Meyer has been in contact with high school students to keep the organization going, but she wants to leave ownership of the project with those high schoolers. She'd like to see ReSpirit branch out from Unit 5 schools and into Bloomington, LeRoy, and other schools in the area.

"I see myself becoming more of a mentor or advisor," Meyer said.

Meyer's experience with ReSpirit has increased her love of the business world, but she's also passionate about her previous volunteer work at Advocate BroMenn Hospital—a realm that scratches her itch to help others. Aware of aspects of the medical field that aren't her cup of tea—"I kind of realized I

don't do blood at all"—she's hoping to meld the two worlds.

Meyer plans to major in marketing at Illinois State, and then focus her graduate studies on health care or business administration. One day, she would like to run a hospital.



**VOLUNTEERISM LONG PART OF AMA BLANKSON'S LIFE**

From a young age, Ama Blankson has had a passion for volunteering and community service. Since first moving to McLean County in 2008, she has exemplified what it means to be an active citizen.

After a decade of giving back to her community, the Illinois State freshman received the McLean County Full Tuition Scholarship.

"It felt unbelievable to win this scholarship," said Blankson.

Blankson's experience in Girl Scouts cultivated her passion for helping others. "Girl Scouts taught me volunteering doesn't have to be boring."

Blankson and her troop frequently volunteered at a local retirement home and engaged in a variety of activities to earn badges, including writing letters to soldiers and brainstorming ideas to improve the community.

As a student at Normal Community West High School, Blankson joined Key Club and Family, Career and Community Leaders of America (FCCLA). Both clubs enabled Blankson remain active in the community, as she and her peers volunteered at several nonprofit organizations in Bloomington-Normal. They packaged food for the Midwest Food Bank and the Promise Council, served breakfast to the homeless at Home Sweet Home, rang donation bells for The Salvation Army, knitted blankets for Project Linus, and volunteered at The Baby Fold.

Blankson's favorite volunteering experience was with The Baby Fold, an organization dedicated to assisting children and families throughout Central Illinois. Blankson helped them set up for the Festival of Trees, a community event during the holiday season. "I had a lot of fun decorating the trees," said Blankson. "It was rewarding."

Coming into Illinois State, Blankson is most excited to meet new people and find new ways to get involved on campus. She is interested in joining Phi Gamma Nu, a coed business fraternity that offers a variety of volunteering opportunities. Blankson is also interested in Alternative Breaks, a student organization that takes service trips to communities in need.

Blankson is taking a wide range of General Education courses to discover her passion.

"I just want to learn as much as I can about myself," said Blankson. "I want to make something of myself at ISU."



**LUKE KNECHT SERVES WITH CHURCH, HONES LEADERSHIP WITH FOOTBALL TEAM**

Extracurricular involvement has also been a priority for Luke Knecht, as he has always been unafraid to put himself out there and try new activities.

At Tri-Valley High School in Downs, Knecht intertwined community service and extracurricular activities.

"On my football team, we did a lot of community service," said Knecht. "We would give back to people who would come to our games and support us. It feels great to be able to give back to a community that gives so much to you."

Off the field, Knecht was involved in plays and musicals and volunteered for a program that mentors new students at Tri-Valley. However, playing football made the largest impact on Knecht.

"I would say that football shaped me the most," said Knecht, who played defensive tackle and was a captain of Tri-Valley's football team. "There's a lot of leadership that's

needed on a football team, and leadership has always been very important to me."

The criminal justice major has embraced leadership on and off the field, striving to make a difference in the lives of others.

Knecht has volunteered as a Sunday school teacher and at Safe Harbor, a local homeless shelter, but one service commitment in particular left a permanent impact on him.

"My favorite volunteer experience was with the Eastview Christian Church Serve Project," said Knecht. "I was a part of it for two years and built 11 park benches around Bloomington-Normal."

Serving his community is a lifelong commitment for Knecht. "I would love to be a police officer," said Knecht. "However, my end goal is to become a federal officer."

Knecht has joined Illinois State's Army ROTC and also embraces the possibility of a career in the military.

For Knecht, choosing Illinois State was an easy decision. "It fit perfectly with my major and my scholarship," said Knecht. "Every piece fell into place, and I knew that ISU was my school."



**SHELBY ENGHAUSEN**

Major: Undeclared

Hometown: Saybrook

High school: Ridgeview

**WHY DID YOU GET SO INVOLVED IN SERVICE IN THE COMMUNITY?**

I have always enjoyed making a difference in people's lives, so I thought the best way to do that was through community service.

**WHAT'S YOUR FAVORITE SERVICE-RELATED MEMORY?**

My favorite memory would have to be when I distributed poppies handmade by veterans in exchange for donations to be given back to the veterans. I learned so much from the experience, and it helped me become a better person.



**MADDIE ADELMAN**

Major: Music therapy

Hometown: Bloomington

High School: Central Catholic

**WHY DID YOU GET SO INVOLVED IN SERVICE IN THE COMMUNITY?**

I love knowing that I am able to help people with big or small acts of service. It makes me happy to know that I was able to help someone in some way.

**WHAT'S YOUR FAVORITE SERVICE-RELATED MEMORY?**

One of my favorite memories is when I helped with Penguin Project last year. The Penguin Project allows individuals with disabilities the opportunity to perform onstage with the assistance of a mentor. Every time at rehearsal my artist always put a smile on my face when I saw him with the other artists.



**DAN CHASTAIN**

Major: Accounting information systems

Hometown: LeRoy

High school: LeRoy

**WHY DID YOU GET SO INVOLVED IN SERVICE IN THE COMMUNITY?**

My first opportunity came from church. I really liked my time serving, so I kept doing it more and more.

**WHAT'S YOUR FAVORITE SERVICE-RELATED MEMORY?**

Working with friends to make an impact on someone's life, all the while learning more and more about each other and becoming closer friends.

LEARN MORE ABOUT THE MCLEAN COUNTY FULL TUITION SCHOLARSHIP, AWARDED TO NEW FRESHMEN FROM MCLEAN COUNTY FOR DEMONSTRATING LEADERSHIP, SERVICE, AND COMMITMENT TO OUR COMMUNITY AT [ILLINOISSTATE.EDU/ADMISSIONS/SCHOLARSHIPS/MCLEAN-COUNTY](https://illinoisstate.edu/admissions/scholarships/mclean-county)





Senior Colton Brucks tutors a fourth grader at Sheridan Elementary in Bloomington. Brucks is one of more than 100 tutors in America Reads, a federal program administered by Illinois State's Financial Aid Office.



# GLADLY TUTORING THE COMMUNITY

BY JOHN MOODY

"MR. BRUCKS" HEARS STUDENTS ALL AROUND MELISSA MIZELL'S FOURTH GRADE CLASSROOM AT SHERIDAN ELEMENTARY IN BLOOMINGTON CALL HIS NAME. COLTON BRUCKS IS AN ILLINOIS STATE SENIOR MAJORING IN PHYSICS TEACHER EDUCATION WHO SPENDS FIVE DAYS A WEEK AS MIZELL'S TUTOR.

With 18 students in her classroom, Mizell, a reading specialist, can work with one group on reading skills while Brucks handles the rest of the classroom. A second-year tutor, Brucks plans to teach at the high school level and become the first teacher in his family.

"It gives me great experience for my own classroom later on," said Brucks, who is from West Chicago. "It's been a lot of fun. I'm going to miss it when I leave."

Mizell was so impressed with Brucks last year that she specifically requested him as her tutor this school year.

"He does everything—small groups and one-on-one tutoring," Mizell said. "I can focus on the lesson because he helps with behavior and keeping the class on task. He's really good at what he does."

It stands to reason that tutors can help struggling students, and they do that quite well. But, the good ones have an ability to help everyone involved—students, teachers, families, the community, and themselves.

Brucks is one of 108 tutors supplied to the Bloomington-Normal community through America Reads/America Counts, a federal program administered by Illinois State University's Financial Aid Office. America Reads dates to 1996 when then-President Bill Clinton proposed the program as a way to ensure all children learn how to read by the end of the third grade.

The program partners elementary school students with college student-tutors who lend their expertise to new readers. America Reads' tie-in with the Federal Work-Study program helps finance Illinois State graduate and undergraduate students' educations by paying them to tutor.

There are now more than 1,400 colleges and universities participating in the program. Illinois State tutors serve locations across the Bloomington-Normal area, including elementary schools and after-school programs.

"This is unique to Illinois State," said Lyn Morris, the program's coordinator in ISU's Financial Aid Office. "We have an after-school program based at ISU that provides individualized sessions at the local libraries and community centers. Our program is also year-round, including the summer session."

Sixty percent of Illinois State's tutors come from the College of Education, but there are also students representing a wide range of majors, including finance and cybersecurity. Tutors are on the job Monday through Friday, 7:45 a.m.–7 p.m., providing reading and math assistance for students in preschool through ninth grade.

Morris has led the program for the last four years. She said the college students appreciate that they are required to work only two hours per week and their schedules are based on their availability.





Jake Welker, a sophomore at Illinois State, tutors students in a second grade bilingual class at Bent Elementary in Bloomington.

“I really enjoy working with Illinois State students and the community service part of the program,” Morris said.

Financial Aid Director Bridget Curl said the program, which started in the College of Education in 1996 before moving to Financial Aid in 1998, is a good fit because it matches up well with the University’s overall mission.

“ISU has a focus on civic engagement,” Curl said.

“The community benefits from the service, but ISU students get multiple benefits: Federal Work-Study dollars; experience of working with kids, especially if they’re going into teaching; and graduating students get help by boosting their resumes.

“This is making an impact on someone’s life, and it started with not more than 20 tutors.”

The program has grown steadily under Morris. She enlists four Illinois State graduate students to help with administrative duties.

“I couldn’t do it without them,” Morris said. “They help with scheduling, payroll, recruiting, tutor training, and they evaluate a third of the tutors each semester. With over 100 tutors, whose schedules change each term, it’s a logistical masterpiece to get everything scheduled with requests from instructors, principals, program coordinators, and parents.”

Amber Allen ’18 is a Normal native with a bachelor’s degree in journalism from the School of Communication, where she is now enrolled in a graduate program. This is her second semester working with America Reads and is

now site coordinator. Allen acts as a liaison between parents and teachers and site supervisors. She also tutors at Bent Elementary in Bloomington in the kindergarten classroom of teacher and Illinois State alumna Kierra Leggin ’13, M.S. ’19.

“I work with the kids who need a little extra attention,” Allen said. “I’ll take them aside and work on their worksheets with them if they’re not getting it.”

Allen, who hopes to become a college professor, said being a tutor helps her students and their teacher.

“Any way I can be a blessing, that’s what I want to do,” she said.

Nana Dickson, a freshman English major from Hazel Crest, also tutors in Leggin’s classroom, in addition to one-on-one sessions at Normal Public Library. Dickson plans to attend law school and eventually practice child advocacy law. She employs an effective tutoring strategy.

“I tell them to bring a book from home so I know what they like,” she said. “Then I pick a harder book before we read their book.”

Dickson likes to save the fun reading for the end of a session. She also likes when she sees their progress. Recently she helped a young child who was having trouble writing the numeral 4.

“She couldn’t get it, but when she did, she tried to help the other three kids in the group,” Dickson said.

Leggin is in her seventh year as a teacher and has 21 students in her classroom. She appreciates what her Illinois State tutors do for her students and for her.

“It helps me because the tutors can give the kids special attention,” Leggin said. “Plus, I can see the progress when they return from working with a tutor in our small-group setting.”

Leggin likes the opportunity to mentor the college students as well.

“They ask me why I do certain things in the classroom,” Leggin said. “And I can help them with their clinicals.”

## BILINGUAL LESSONS

Ivania Zelaya Rodriguez teaches the second grade bilingual class at Bent Elementary in Bloomington. Rodriguez is new to teaching; she was an electronic engineer in her native Nicaragua. She moved to the United States a few years ago after marrying a local man. Because of her language skills, she was recruited to the classroom by a friend of her husband.

“*Amigos*,” she calls out to get her students’ attention. She then gives them instructions in Spanish. All around her room students begin to read a book of their choosing, mostly aloud.

Helping her is tutor Jake Welker. The Spanish education major learned Spanish in high school and while working in a restaurant. This is his second semester tutoring. Welker does a lot of one-on-one tutoring, which is what he was doing on this day.

At a small table, Welker and a student work on a colorful puzzle with images of a frog, a rose, a moon, a leaf. The girl is expected to match pieces by shape and color and then read the corresponding word printed above and below the image on the puzzle piece, for example: moon in English and *luna* in Spanish.

Welker is patient and encouraging. He is comfortable moving between English and Spanish and back again.

“Do you know the names of these letters?” he asks pointing at a puzzle piece.

The girl struggles to answer before saying she doesn’t need to know them.

“You do need to know your letters,” Welker said gently, reminding her of the different pronunciations of the same letter in the two languages.



America Reads program coordinator Lyn Morris (right) and Amber Allen ’18, a graduate student in the School of Communication, work closely to organize the growing America Reads program.

“Can you read this for me?” he asks pointing at a new puzzle piece. “You have to read it and not just look at the picture.”

At one point Zelaya Rodriguez steps into the hall to check on how the lesson is going.

“She’s doing all right,” Welker said. “In Spanish she’s doing better.”

He asks the student to sound out the word. He guides her back and forth in both languages, and she seems challenged but up to the task.

“She likes puzzles,” Welker said. “She’s very proud when she puts pieces together.”

At the end, once they go through the whole box, Welker congratulates her for doing such good work.

“I feel like this prepares me for my future profession,” Welker said. “It doesn’t feel like working. It’s a good environment, and it’s pretty rewarding when they get it.

“Bilingual education is really important. They need to learn in both languages so they don’t fall behind.”

Three of the participating local schools have bilingual classrooms, and one-third of Illinois State’s tutors are strong or fluent in Spanish, Morris said.

“Parents with limited English or no English language skills reach out to the program for assistance,” Morris said. “Our tutors assist parents when completing enrollment forms, etc. All enrollment forms are available in Spanish, and ISU bilingual students are in great demand.”

The growth of America Reads at Illinois State is a result of referrals from local teachers who see their students improve, Morris said. And, the tutors keep coming, she said, because of the great training that comes recommended by the U.S. Department of Education and provided by faculty in the School of Teaching and Learning.

“Once we get ISU students in the programs, they stay because of the flexible hours and the training we provide in areas such as ‘Supporting Students with Learning Differences,’” Morris said. “Tutors have to know how to build trust with kids.”



VISIT [ILLINOISSTATE.EDU/REDBIRDIMPACT](https://illinoisstate.edu/redbirdimpact) TO WATCH A VIDEO ABOUT AMERICA READS.

FOR MORE INFORMATION, TO SIGN UP YOUR CHILD FOR TUTORING, OR TO BECOME A TUTOR, CONTACT ILLINOIS STATE’S AMERICA READS/AMERICA COUNTS PROGRAM:

Phone: (309) 438-3421

Email: [AmericaReads@IllinoisState.edu](mailto:AmericaReads@IllinoisState.edu)

Website: [FinancialAid.IllinoisState.edu/ARAC](https://FinancialAid.IllinoisState.edu/ARAC)





STEP-UP supporters and participants, like Edward Blanco (center), celebrate 10 years of the program.



# STEP-UP

celebrates 10 years of connections with urban communities

By Rachel Hatch

Last year, Illinois State University's Summer Teacher Education Partnership for Urban Preparation, known as STEP-UP, celebrated 10 years of connecting future teachers within urban communities.

The program is a four-week residency and internship program that places students with host families in Chicago, Decatur, or Peoria, where they assist in teaching summer school classes, serve as interns at a community-based organization, and take part in teacher-training workshops with Illinois State's College of Education faculty members.

Unlike many classroom experiences, the students in STEP-UP immerse themselves in the neighborhoods where they teach. "What I enjoy most about living with a host family is getting the perspective from someone in that community and learning things I wouldn't just find from a Google search or a news report," said Illinois State special education major Edward Blanco, of Hoffman Estates.

Blanco, who was on his second summer with STEP-UP, worked with children diagnosed with learning disabilities and autism at Lowell Elementary School in the Humboldt Park area of Chicago.

"Illinois State students who participate in STEP-UP have a deeper understanding of the urban educational landscape, and how to successfully navigate becoming effective teachers," said Jennifer O'Malley, director of the Chicago Teacher Education Pipeline. The program falls under the National Center for Urban Education (NCUE) at Illinois State.

One of the hallmarks of the program is to give fellows the tools to overcome assumptions. "The workshops that the participants attend provide professional development tools for the classroom and challenge teacher candidates to reflect on their own lives and privilege," said Associate Professor of Teaching and Learning Pauline Williams, who has been teaching with the program since the beginning and led the workshop, "Inclusive Classrooms for 21st Century Learning," last summer in Peoria. "The program offers teacher candidates a wealth of authentic learning experiences that they could not receive through their course work alone."

Students in STEP-UP gain insight into the hard work of neighborhoods to better the community as well as the challenges they face. "There were situations I never knew I would face as a teacher," said Josephine Sales, who has

completed two STEP-UP fellowships. During her time in the classroom, some of her students became homeless and their family members faced gentrification, deportation, or prison. "I learned there will be days where you do not know all the answers," she said, adding that with the support of STEP-UP, other fellows, and community partners, she "found comfort in knowing that I never have been—nor will I ever be—alone."

Sales resided in Albany Park with host family Alan Card and Erin Hogg. The couple heard of the program through their alderman. "The students are so hardworking, caring, and giving," said Hogg, who has hosted five STEP-UP students over the years. "Each year we say, 'We got so lucky to have such a great student.' Then we realize that they are *all* great students. You cannot get unlucky!"

Now that years have passed, some STEP-UP alumni are taking fellows into their classrooms. Amanda Martin, a 2015 STEP-UP alum who teaches on the west side of Chicago, is still connected with NCUE community partner Greater Auburn Gresham Development Corporation (GAGDC), where she has the opportunity to mentor STEP-UP fellows each summer since 2017. "This is not an easy field, by any means, but it is worth it," said Martin. She noted she learned much from her host, Josephine Jenkins. "She introduced me to different ways of thinking and new ideas."

"This unique and immersive program opens up a universe to students," said College of Education Dean James Wolfinger. "Not only does STEP-UP broaden the horizons of teacher candidates, but their passion also enriches these communities. Both are changed in positive ways."

Since its inception in Chicago in 2010, more than 200 Illinois State students have taken part in the program, with nearly 30 students serving more than one summer.

When the program began, Dakota Pawlicki '09 was a recent Illinois State music education graduate. During his time on campus Pawlicki founded a student group called UNITE that connected students studying to be teachers—or "preservice teachers"—with urban schools. "(Former Chicago Teacher Education Pipeline Director) Robert Lee called and asked if I would like to be part of a committee designing a pilot program that would infuse Illinois State preservice teachers into urban communities in Chicago," said Pawlicki.

The program launched with the help of a five-year, \$10 million grant from the U.S. Department of Education. With the grant in hand, organizers contacted Pawlicki again, this time to ask him to run the program. Already teaching at Lindblom Math and Science Academy in the West Englewood neighborhood of Chicago, Pawlicki embraced the challenge. "This program's legacy is that it shows the importance of community in education," said Pawlicki, who now serves on the Illinois State Alumni Association board of directors. "Even those who leave teaching end up being connected to bettering their community."

The program now resides under the NCUE, under the leadership of Executive Director Maria Zamudio. STEP-UP is one of several NCUE programs that aim to prepare teachers to succeed in classrooms. "If teacher candidates do not understand cultural competency, they will not succeed," said Zamudio. "That is why NCUE serves the Illinois State community, working across disciplines to empower students to understand the importance of how our core values of civic engagement, diversity and inclusion, and teaching and learning intertwine."

*Even those who leave teaching end up being connected to bettering their community.*

While the program pushes teacher candidates, it couples experience with support while preparing them for the future. "It's important that candidates already have a real-life experience of what it is to work in an urban setting with very diverse students," said Hibbard Elementary School Assistant Principal Kyla Bailenson. "STEP-UP students are teaching in neighborhoods like Albany Park and Pilsen, and getting a lot of support from ISU along the way."

Bailenson, who graduated from Illinois State in 2003 with a degree in education, teaches in one of the most diverse neighborhoods in Chicago. The Illinois Board of Higher Education reports that 83 percent of students at Hibbard come from low-income households, and 80 percent identify as Hispanic. Hibbard also carries a 91 percent teacher retention rate, which Bailenson said is a testament to the passion of teachers. "They know they can make an impact and they have support. It's a full school effort to educate a child," said Bailenson.

The strong focus on the significant role that community plays in education is key to success, said O'Malley. "It emphasizes the ways in which teachers can work alongside families and community members to improve educational outcomes in urban communities."

*A version of this story was originally published at News.IllinoisState.edu.*



# GIVE BACK<sup>at</sup> ILLINOIS STATE



## BRING IT BACK TO NORMAL

**WHAT:** Since 2008, Bring It Back to Normal has provided opportunities for large groups of students to give back to the community that is home to Illinois State University. Students volunteer to work with local residents and nonprofit agencies to help meet the needs of the community through gardening, landscaping, housework, and other small tasks that make a big difference.

**WHEN:** April 17, 2020

**WHERE:** Various locations in Bloomington-Normal

**ELIGIBILITY:** Students who would like to volunteer can begin registering in March.

For more information, visit [CommunityEngagement.IllinoisState.edu/Students/Community-Service/Bring-It-Back-To-Normal](https://CommunityEngagement.IllinoisState.edu/Students/Community-Service/Bring-It-Back-To-Normal) or contact Blair Canedy, graduate assistant for community service projects for the Center for Community Engagement and Service Learning, at [vpsabafem1@IllinoisState.edu](mailto:vpsabafem1@IllinoisState.edu) or (309) 438-1100.

## SEPTEMBER SERVICE DAYS

**WHAT:** During September, the Center for Community Engagement and Service Learning will host several service projects. Transportation will be provided for those who need it. Credit may be offered by certain classes; ask your professor for details.

**WHEN:** Weekends in September 2020; typically Fridays and Saturdays. Each service project lasts two to five hours.

**WHERE:** Various locations in Bloomington-Normal

**ELIGIBILITY:** Registration is open

to Illinois State students through September or until spots are filled.

For more information, visit [CommunityEngagement.IllinoisState.edu/Students/Community-Service/Saturdays](https://CommunityEngagement.IllinoisState.edu/Students/Community-Service/Saturdays) or contact the Center for Community Engagement and Service Learning at [CommunityEngagement@IllinoisState.edu](mailto:CommunityEngagement@IllinoisState.edu) or (309) 438-1100.

## HOLIDAY HELPER

**WHAT:** The Holiday Helper program provides gifts and parties for over 300 children in Bloomington-Normal through partnerships with the Boys and Girls Club, Western Avenue Community Center, Unity Community Center, the Center for Youth and Family Solutions, and Marcfirst. Volunteers are needed to sponsor children, to wrap and pack gifts, and to organize and help at holiday parties.

**WHEN:** October to December 2020

**WHERE:** Various locations in Bloomington-Normal

**ELIGIBILITY:** Illinois State students, faculty, and staff are eligible to sponsor children, wrap/pack, and assist at the parties.

For more information, visit [CommunityEngagement.IllinoisState.edu/Students/Community-Service/Holiday-Helper](https://CommunityEngagement.IllinoisState.edu/Students/Community-Service/Holiday-Helper) or contact the Center for Community Engagement and Service Learning at [CommunityEngagement@IllinoisState.edu](mailto:CommunityEngagement@IllinoisState.edu) or (309) 438-1100.

## TRICK-OR-TREAT FOR CHANGE

**WHAT:** Trick-or-Treat for Change is the annual fundraising event hosted as a collaboration between the Center for Community Engagement and Service Learning, Habitat for Humanity of McLean County,

and the collegiate chapters of Habitat for Humanity at Illinois State and Illinois Wesleyan Universities. Each year, 300 to 400 students trick or treat in groups of four to six around Bloomington-Normal asking for spare change. This change adds up and goes to build a Habitat home in the community.

**WHEN:** October 31, 2020

**WHERE:** Various locations in Bloomington-Normal

**ELIGIBILITY:** Trick-or-Treating is limited to Illinois State and Illinois Wesleyan students. Other individuals are welcome to volunteer in other ways.

For more information, visit [CommunityEngagement.IllinoisState.edu/Students/Community-Service/Trick-Or-Treat](https://CommunityEngagement.IllinoisState.edu/Students/Community-Service/Trick-Or-Treat) or contact Annie Weaver, student volunteer opportunities coordinator at the Center for Community Engagement and Service Learning, at (309) 438-0708 or [amweave@IllinoisState.edu](mailto:amweave@IllinoisState.edu).

## SERVING THOSE WHO SERVED

**WHAT:** The Center for Community Engagement and Service Learning engages in a national day of service in November called Serving Those Who Served. This program seeks to serve veterans in the community and the United States at large.

**WHEN:** November 2020

**WHERE:** To be determined

**ELIGIBILITY:** Additional details will be available in fall 2020.

For more information, visit [CommunityEngagement.IllinoisState.edu](https://CommunityEngagement.IllinoisState.edu) or contact the Center for Community Engagement and Service Learning at [CommunityEngagement@IllinoisState.edu](mailto:CommunityEngagement@IllinoisState.edu) or (309) 438-1100.

# MAKE A #REDBIRDIMPACT THIS JUNE

Illinois State University's Alumni Association will hold its second annual #RedbirdImpact Month and Alumni Weekend in June. To align with the value of civic engagement, the association's Redbird Engagement and Development (RED) Committee and the University's Center for Community Engagement and Service Learning are encouraging Redbirds to come together to show what it means to make a #RedbirdImpact.

#RedbirdImpact Alumni Weekend invites all alumni and friends to travel to campus for a weekend of service, engagement, and connecting. More details about the weekend's events and registration information will be released later this spring.

About 30 Redbirds returned to campus last June for the inaugural #RedbirdImpact Alumni Weekend. Over the course of the weekend, the alumni volunteered at the Habitat for Humanity home and ReStore, and completed a service project at the Illinois State University Horticulture Center. In between those activities, the Redbirds were invited to a dinner and a social outing.

Also, throughout June, alumni networks across the country will be encouraged to find a service project for area alumni and share the #RedbirdImpact made. Last year, these efforts included the Peoria Area Alumni Network

volunteering with a local church's Loaves and Fishes program, the Latinx Alumni Network collecting clothing donations, and members of the Chicago Suburban Alumni Network volunteering at the Northern Illinois Food Bank.

More information about alumni network events will be released later this spring. Alumni who are unable to make it back to campus or participate in a network project can find personal service projects during the designated weekend and share photos over social media using the hashtag #RedbirdImpact.

The goal of these #RedbirdImpact activities is to provide leadership and direction for alumni to continue the lifelong responsibility of being informed and engaged global citizens through meaningful opportunities.

"Alumni that participated in last year's weekend saw firsthand the impact Redbirds can make together and leave on a community," said Stephanie Duquenne, director for Alumni Engagement. "This is also true for our alumni networks that participated across the country. When Redbirds give their time back, they are showing their communities that even after graduation, Illinois State's values hold a place in their lives."

**For more information about #RedbirdImpact Month or the Alumni Weekend, contact the Office of Alumni Engagement at [Alumni@IllinoisState.edu](mailto:Alumni@IllinoisState.edu) or (309) 438-2586.**



# REDBIRDS

## MAKING AN IMPACT



### SUSTAINABILITY

650

CLOTHING ITEMS WERE FIXED AND SAVED FROM LANDFILLS SINCE FIX IT FRIDAY BEGAN IN 2016.



18

PICKUP TRUCKS FILLED WITH DONATED ITEMS WERE COLLECTED THROUGH THE RESIDENCE HALLS' PASS IT ON PROGRAM DURING MAY 2019 MOVE OUT, AND DELIVERED TO LOCAL ORGANIZATIONS BY ROTC MEMBERS.



### DIVERSITY *and* INCLUSION

PARTICIPATION IN THE CENTER FOR TEACHING, LEARNING, AND TECHNOLOGY'S FOUNDATIONS OF DIVERSITY AND INCLUSION WORKSHOPS SINCE THEY WERE CREATED IN 2016:

148

BIAS

107

MICROAGGRESSIONS

78

PRIVILEGE AND POWER

50

PEOPLE HAVE COMPLETED ALL THREE WORKSHOPS, EARNING THE CERTIFICATE OF COMPLETION FOR FOUNDATIONS OF DIVERSITY AND INCLUSION.



### DOGS

300+

DOGS HAVE PARTICIPATED IN THE DEPARTMENT OF PSYCHOLOGY'S CANINE BEHAVIOR AND COGNITION LABORATORY SINCE IT STARTED.

6,000+

OF THE 10,500+ CONTACTS MADE BY ISU POLICE'S CIVIC ENGAGEMENT UNIT INVOLVED "PAWFICER" SAGE.

### ENGAGED FACULTY

48

FACULTY AND STAFF HAVE COMMITTED TO SERVING AS CIVIC ENGAGEMENT AMBASSADORS TO HELP ADVANCE CIVIC ENGAGEMENT WITHIN THEIR DEPARTMENT AND THROUGHOUT CAMPUS.

15

FACULTY AND COMMUNITY PARTNERS PARTICIPATED IN A SHARED READING AND DISCUSSION OF A COMMUNITY PARTNERS GUIDE TO CAMPUS COLLABORATION.

### WELCOME WEEK SERVICE PROJECT



213

STUDENTS PARTICIPATED IN THE WELCOME WEEK SERVICE PROJECT.



500

BACKPACKS WERE PACKED FOR THE BACK TO SCHOOL ALLIANCE.



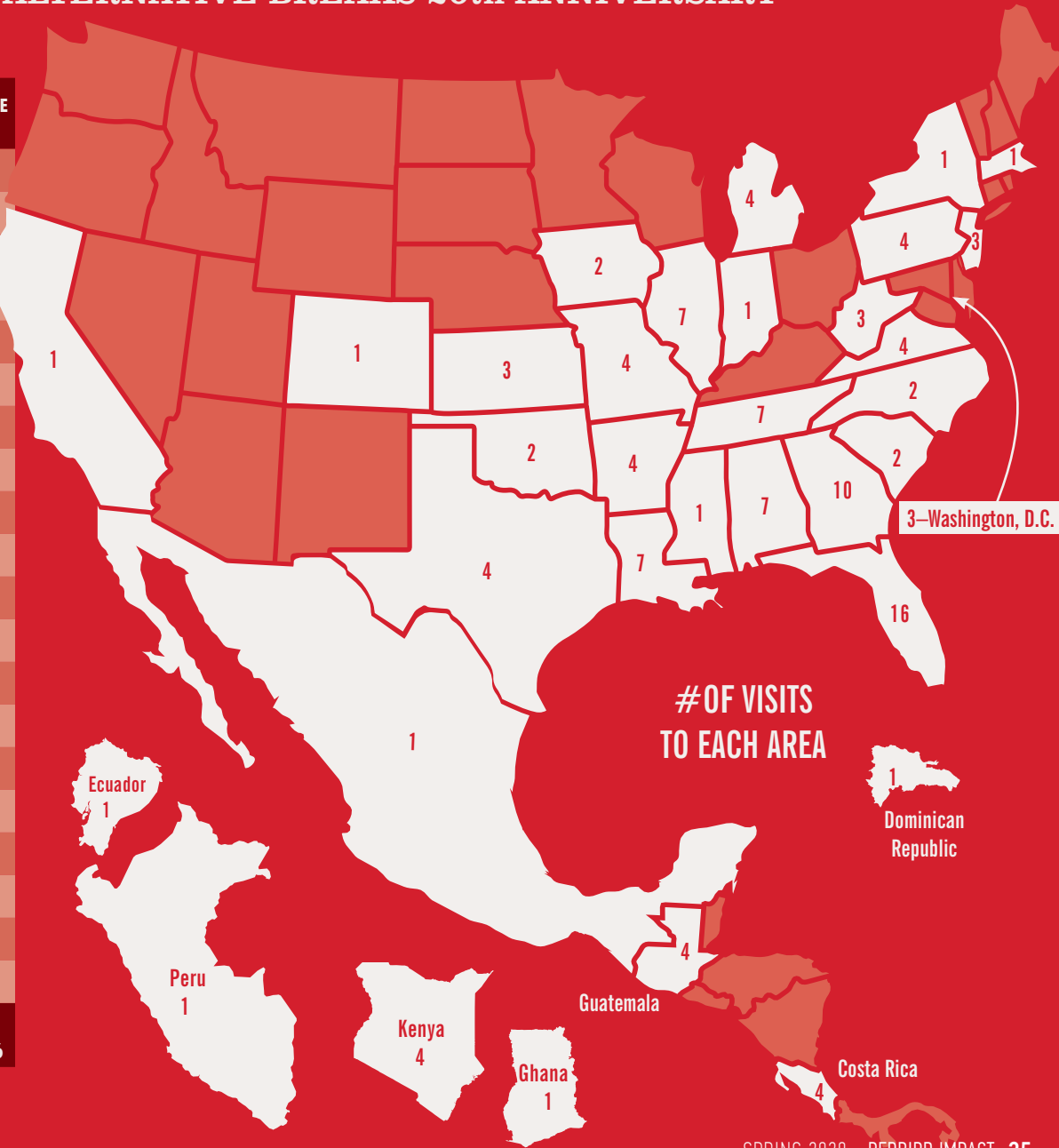
25

WALLS WERE BUILT FOR HABITAT FOR HUMANITY OF MCLEAN COUNTY.

### ALTERNATIVE BREAKS 20th ANNIVERSARY

YEAR	# OF STUDENTS	# OF SERVICE HOURS
2000	45	1,080
2001	42	1,080
2002	42	1,080
2003	46	1,104
2004	74	1,776
2005	71	1,704
2006	85	2,040
2007	113	2,714
2008	130	3,660
2009	206	5,060
2010	161	3,940
2011	266	8,030
2012	338	9,772
2013	333	11,712
2014	330	12,546
2015	239	10,402
2016	277	9,328
2017	259	8,604
2018	232	11,770
2019	194	7,904

TOTAL ALTERNATIVE BREAK HOURS OF SERVICE-115,306







**ILLINOIS STATE  
UNIVERSITY**  
*Illinois' first public university*

Nonprofit Organization  
U.S. Postage Paid  
Illinois State University

**Center for Community Engagement  
and Service Learning**  
Campus Box 3800  
Normal IL 61790-3800

Bloomington Police officer Ashley Stacey was one of several community members to participate in "Survivors: Local Stories of Domestic Violence," a performance created by an ISU class. Read more about this event on Page 4.

